

## Mariam Boyd Elementary School

Oct. 10, 2011

Professional Development

### Standard IV: Best Practices

Standard IV Objective	Best Practices
<p><b>a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b>  Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly.  Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.</p>	<ul style="list-style-type: none"> <li>• model enthusiasm for content</li> <li>• demonstrate modeling-showing enthusiasm of lesson and demonstrating final products to students</li> <li>• Differentiate instruction, based on knowledge of individual student needs and a variety of learning styles</li> <li>• Cooperative learning groups</li> <li>• Teacher demonstrates an exten</li> </ul> <p>Teacher knows his/her content area  Caters to diverse learners</p>
<p><b>b. Teachers plan instruction appropriate for their students.</b>  Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p>	<ul style="list-style-type: none"> <li>• Differentiate instruction, based on knowledge of individual student needs</li> <li>• Demonstrate high expectations</li> <li>• Teacher clearly articulate "the lesson objectives of objective" based on goals in the pacing guide when presenting lesson to students</li> <li>• Have students complete informal assessments (self assessments, exit tickets) to check for understanding</li> <li>• small groups, centers, activities that fosters to all learning styles (touching, hearing, writing, manipulation, etc.)</li> <li>• scaffolding learning. ; individual activities</li> <li>• objectives posted on board</li> </ul>
<p><b>c. Teachers use a variety of instructional methods.</b> Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.</p>	<ul style="list-style-type: none"> <li>• Differentiated instruction based on student's skills</li> <li>• Computer programs (Reading, Math, Science)</li> <li>• Student engagement through different learning styles</li> <li>• Whole group, small group, partner group, cooperative groups, and individual work.</li> </ul>

<p><b>d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</p>	<ul style="list-style-type: none"> <li>• Teachers using technology to expose students to new concepts</li> <li>• teach students to use technology on their own</li> <li>• Students using technology to create products</li> <li>• Students using technology to visualize, and practice concepts</li> </ul>
<p><b>e. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</p>	<ul style="list-style-type: none"> <li>• Students write questions to ask each other</li> <li>• Teachers integrate real world problems with instructional content</li> <li>• Students complete multi-step problem solving activities</li> <li>• Teachers encourage student inquiry</li> <li>• Teachers use student inquiry to guide and design instruction</li> </ul>
<p><b>f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.</p>	<ul style="list-style-type: none"> <li>• students talking to each other about work</li> <li>• Students given roles when working in groups</li> <li>• students on task</li> <li>• students leading</li> <li>• intrinsic motivation</li> </ul>
<p><b>g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.</p>	<ul style="list-style-type: none"> <li>• Student friendly objectives visible for all students.</li> <li>• Students are told what is expected.</li> <li>• Students understand daily learning objectives.</li> </ul>
<p><b>h. Teachers use a variety of methods to assess what each student has learned.</b> Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21<sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> century knowledge, skills, performance, and dispositions.</p>	<ul style="list-style-type: none"> <li>• Formative assessment: Peer to peer assessment, exit tickets, clickers, Star Reader</li> <li>• Summative assessment: Classscape, Benchmarks</li> <li>• Opportunities for individual participation</li> <li>• Informative assessment-exit tickets, etc.</li> <li>• Individual Student tracking of mastery and growth</li> </ul>